

### Octorara Area School District

**Acquisition Lesson Plan--Elementary**

Plan for the Concept, Topic, or Skill - Not for the Day

Name/Bldg: Heidi Ferry/OIS Date(s): revolving-1week

Topic/Concept: Decoding big words Course/Subject: Word Study/Syllabication

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| Essential Question: How do I decode big words?  -------------------------------------------------------------------------------------------------------------------  What do students need to learn to answer the Essential Question?  **Assessment Prompt:** What are the 5 steps of Decoding a word?  **Activating Strategy**: Students turn and talk how they decode a word they don’t recognize.( Read talk)  **AP #1:** Students are introduced to the Decoding Big Words Strategy. Students are walked through the strategies using the word unlisted. “Let’s look at the word u-n-l-i-s-t-e-d(spell it aloud) to see how we can break it down into recognizable or manageable chunks. This will help us read the whole word” Explain to students they will be practicing the Big Words strategy throughout the year.” Look for word parts at the beginning of the word and review common prefixes, un, dis, re, pre, explaining they are added to the beginning of base words and change the words meaning. Then look for word part at the end of the word ed,ing,ful,ment explaining these are suffixes and often change the words part of speech.  **Extentended Thinking:** Students circle prefixes and suffixes they see in the following words, uncovered, rebuilding, disobeyed, hopelessness, then underline the basewords, letters that are left.(text marking)  **Summarizing Strategy:** Partners explain to one another what steps from the Decoding Word Strategy they used to decode uncovered, rebuilding, disobeyed, hopelessness  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Assessment Prompt:** What is a speed drill?:  **Activating Strategy:** Students turn and talk trying to predict what a speed drill is.(Reading Talk)  **AP#2:** Explain to studentsthat a speed drill is a timed reading of a small set of words with phonics patterns, syllables, or Greek and Latin roots they are studying. Students are given the speed drill. Students first underline the spelling pattern, syllable, or root in each word on the drill. Then assist students with pronouncing the words. Model how to do a speed drill. Showing them how to use the timers.  **Extendended Thinking:** Students time each other and record their answers.  **Summarizing Strategy:** Students review their predictions to see if they were correct. (pair share)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Assessment Prompt** : What is a syllable and what are the most frequent syllables?  **Activaiting Strategy:** Students generate a list of 10 syllables they think are the most frequently used(word splash).  **AP#3:** Students are given the high frequency syllable fluency activity. Students are asked to underline the syllable in each word. The students then practice reading the words with a partner. Then students cut apart the word cards and practice sorting them by common syllables.  **Extended Thinking**: Students time each other sorting by common syllables to increase automaticity.(pair- share)  **Summarizing Strategy:** Students review the list they generated to see how many they got correct.(reading talk) |
| ---------------------------------------------------------------------------------------------------------------------------------------  **\*Key vocabulary to preview/review:** prefixes;suffixes;base words(root words),syllables |
| Teaching Strategies:  **Graphic Organizer:**  Decoding Big Word Strategies(AP1)  Speed Drill(AP 2)  High-Frequnecy Syllable Fluency(AP3) |
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